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1890

ANNUAL REPORT

— OF THE —

PUBLIC SCHOOLS

— OF —

ATTLEBOROUGH, MASS.

FOR THE YEAR 1890.

ATTLEBORO, MASS. :
THE DAILY NEWS BOOK AND JOB PRINT,
1891.

THE LIBRARY OF THE

JUN 27 1892

UNIVERSITY OF MICHIGAN

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SCHOOL COMMITTEE FOR 1890.

J. L. SWEET, CHAIRMAN.	J. O. TIFFANY, SECRETARY.
WALTER E. HAYWARD.	MRS. DR. L. V. G. MACKIE.
MISS LIDORA E. BRIGGS.	BYRON R. HILL.
ALFRED R. CROSBY.	CLARENCE L. WATSON.
EVERETT S. CAPRON.	

Regular Meeting, First Tuesday of each Month, 1:30 P. M.

SUB-COMMITTEES.

COMMITTEE ON INCIDENTALS AND REPAIRS.

C. L. WATSON.	A. R. CROSBY.
J. L. SWEET.	BYRON R. HILL.
E. S. CAPRON.	

COMMITTEE ON TEXT BOOKS AND SUPPLIES,

MISS L. E. BRIGGS.	J. L. SWEET.
J. O. TIFFANY.	

COMMITTEE ON QUALIFICATIONS OF TEACHERS.

WALTER E. HAYWARD.	MISS LIDORA E. BRIGGS.
J. O. TIFFANY.	MRS. DR. L. V. G. MACKIE.

SUPERINTENDENT OF SCHOOLS.

J. O. TIFFANY.

Office Hours, on Thursdays at High School from 3:15 to 4:45 P. M.

The first two weeks of each term, office hours will be
observed on Monday also.

TRUANT OFFICERS.

E. R. READ.

GEORGE F. IDE.

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SUPERINTENDENT'S REPORT.

To the School Committee and the Citizens of Attleboro :

This report, the eighth in the series of annual reports since the schools have been under the charge of a superintendent, is herewith respectfully submitted.

Your attention is here called to the following summary of statistics and financial statement.

For details of school statistics, courses of study for the High and elementary schools, and for other items of interest see appendix.

SUMMARY OF STATISTICS.

	1889.	1890.
Population of town, census of 1890		7,575
Children between 5 and 15	1,141	1,221
" " 8 " 14	727	762
Scholars enrolled on registers	1,462	1,543
Average membership	1,076	1,152
" attendance	969	1,020
Number of teachers	34	34
" " schools	26	26
" " school houses	14	14

EDUCATIONAL DEPARTMENT.

Receipts.

Amount appropriated	\$15,000 00	
Dog fund	868 20	
State fund	44 58	
Tuition from non-resident scholars	144 00	
		\$16,026 78

Expenditures.

Teachers' bills approved	\$13,612 65	
Janitors' " "	1,586 16	
Fuel	1,317 28	
		\$16,516 09
Amount overdrawn		\$489 31

TEXT BOOKS AND SUPPLIES.

Receipts.

Amount appropriated	\$1,200 00	
Received for books sold	11 75	
		\$1,211 75

Expenditures

Paid Ivison, Blakeman & Co., Text books	\$64 79
Harper & Brothers, Text books	58 61
A. S. Barnes & Co. " "	17 50
D. C. Heath & Co.	61 54
Allyn & Bacon	5 59
Thompson, Brown & Co.	23 34
Houghton, Mifflin & Co.	15 87

E. E. Babb & Co.	\$18 56	
Leach, Shewell & Sanborn	121 67	
Lee & Shepherd	14 74	
O. L. Beverage	7 44	
Interstate Pub. Co.	6 25	
American Book Co. .	281 08	
Glinn & Co.	63 64	
Henry Holt & Co.	49 72	
Effingham Maynard & Co.	1 00	
Mutual Book Co.	4 48	
Warren P. Adams	21 97	
W. H. Bryant	1 00	
D. Appleton & Co.	1 02	
W. Ware	10 00	
Silver, Burdett & Co.	6 25	
Boston School Supply Co.	7 22	
H. J. Whittemore, Music	9 17	
Geo. F. King & Merrill, Paper	27 25	
J. L. Hammett, Paper	8 50	
Geo. S. Perry, Paper and Gen- eral Supplies	260 99	
H. P. Childs for Laboratory	18 08	
L. Z. Carpenter, " "	48	
M. S. Mead, " "	75	
Educational Supply Co., for Laboratory	16 57	
Jas. W. Gifford & Co., for Lab- oratory	4 80	
		\$1,218 90
Amount overdrawn		\$7 15

INCIDENTAL AND REPAIRS.

Receipts.

Amount Appropriated	\$1,800 00	
Cash from Nye Bros. for Sanitary	10 00	
		\$1,810 00

Expenditures.

SANDFORD ST.

Ventilation of Academy		
Nye Bros.' bill	\$141 52	
A. H. Tucker's bill	106 63	
James W. Gifford		
& Co.'s bill	191 25	
E. A. Fuller's bill	22 17	
		\$461 57
New Water Meter and Service		
Pipe	87 13	
Covering and repairing desks	10 50	
General Repairs and Incidentals	44 84	

DODGEVILLE.

Ventilation of House		
James W. Gifford		
& Co.'s bill	188 86	
A. H. Tucker's bill	142 33	
J. Patterson's bill	53 48	
Wm. H. Smith's bill		
(stones)	1 50	
		\$386 17
Gen'l Repairs and Incidentals	44 96	

HIGH SCHOOL.

Cost of Laboratory	
Jas. W. Gifford	
& Co.'s bill	\$78 90
Geo. W. Titus' bill	132 47
E. A. Fuller's bill	9 37
John Horne's bill	5 00
	\$225 74
Tables and chairs	20 47
Gen'l Repairs and incidentals	58 89

HEBRONVILLE.

Repairing furnaces	86 12
Other Repairs and Incidentals	12 53

FARMERS.

A. G. Whitecomb	.
Furniture	\$69 05
G. W. Horton putting down furniture	16 05
	\$85 10
Geo. W. Titus Repairs	22 30
Incidentals	2 84
Curtains and black boards	12 06
Repairs at South Main Street	7 78
" " Briggs Corner	9 30
" " Turnpike	3 75
Painting Pine St. School house	90 00
Incidentals and Repairs	6 62
Pleasant Street	7 58
Painting City House	123 00
Repairs " "	32 91
Water Rates	49 90
Gas Bills	7 60

Taking Census of school children	\$40 00	
Rent of Opera House for Graduation	37 50	
Rent of Piano	10 00	
Lettering Diplomas	6 00	
Truant officers' bill	32 50	
Printing	49 20	
Salary of Sec'y of School Committee	25 00	
Clock for Supt's office	5 25	
Expenses procuring Principal for High School	17 10	
Superintendents bills incidentals	50 40	
Dusters	7 50	
Floor Brushes	9 00	
" Mats	6 00	
Curtains	5 65	
Freight and Cartage	20 00	
General Repairs and Incidentals	65 32	
Liquid Slating	12 00	
		\$2,298 08.
Amount overdrawn		\$488 08.

TRANSPORTATION OF PUPILS.

Amount appropriated		\$625 00
Paid Seneca Cole	\$273 00	
Paid R. B. Magaveny	351 00	
		624 00
		1 00.

SUPERINTENDENT OF SCHOOLS.

Appropriation	\$1,000 00
Paid Superintendent's salary	1,000 00

RECAPITULATION.

Receipts.

Educational Department	\$16,026 78	
Text book and supply	1,211 75	
Incidental and Repair	1,810 00	
Superintendence of schools	1,000 00	
Transportation of pupils	625 00	
		\$20,673 53

Expenditures.

Educational Dept.	\$16,516 09	
Text Books and supplies	1,218 90	
Incidental and Repair	2,298 08	
Superintendence of schools	1,000 00	
Transportation of pupils	624 00	
		\$21,657 07
Overdrawn		
		\$983 54

NEW SCHOOL HOUSE SANFORD STREET.

1890

Receipts.

Jan. 1,	Unexpended Balance	\$2,114 27	
	Cash for iron smoke		
	pipe	50 00	
			\$2,164 27

Expenditures.

Feb. 18.	Paid Vanier & Slattery balance of con- tract	\$ 250 00	
25.	Attleboro machine Co. balance of contract	542 00	
Mar. 27.	W. H. Goff balance of contract	1,000 00	
	Vanier & Slattery Extras on Sani- tary	107 30	
	W. H. Walker & Son, balance of account as arch- itects	198 87	
May 6.	W. H. Goff extras	16 44	
Dec. 31.	Vanier & Slattery piping	35 72	
	E. A. Robinson fire brick	1 60	
			\$2,151 93
	Unexpended balance		\$12 34
	Whole amount appropriated		\$20,200 00
	Amount unexpended		\$12 34

Balance showing entire cost of school house \$20,187 66

A comparison of the statistics of 1889 and 1890 shows for the latter a gain in number of school children as returned by the census taker, of 80; in number of scholars enrolled, 81; in average membership, 75; in average attendance, 51.

The following brief table shows the appropriation asked by the committee, the amount granted by the town, and the expenditure for the year:

	ASKED.	GRANTED.	EXPENDED.
Educational	\$16,950 00	\$16,026 78	\$16,516 09
Books and Supplies	1,200 00	1,211 75	1,218 90
Incidentals and Repairs	2,000 00	1,810 00	2,298 08
Superintendent	1,000 00	1,000 00	1,000 00
Transportation of pupils	625 00	625 00	624 00
Total	\$21,775 00	\$20,673 53	\$21,657 07

A glance at these figures shows that while in the aggregate the expenditures exceeded the appropriations by \$983.55 the amount expended was still \$118 less than the sum asked for by the committee at the beginning of the year.

Before speaking at length of the principal expenditures of last year I will speak of the amount necessary to meet the expenses of the present year.

After a very careful survey of the whole field the Committee find that \$22,000 will be needed even if the same course of rigid economy is pursued as last year. This sum, which is only \$225 more than we asked last year, is to pay the entire expenses of the educational system including the Educational Department, Incidental and Repair, Text Book and Supply, School Superintendence and the Transportation of Pupils. When we consider that we have 80 more scholars than last year, and that in consequence we shall be compelled to open a new school, this additional amount will appear meagre enough to satisfy the most rigid economist.

In the Incidental and Repair department the improvements which caused the greatest outlay were the ventilation of the academy and the Dodgeville school house, the construction and equipment of a laboratory for the High school, the new furnishing of the Farmers house, and the painting of the City and the Pine street houses.

Before the committee of thirteen met to consider the recommendations for appropriations in the several departments, the School Board had received the order from the State Inspectors to improve the ventilation of the two houses first named above. They had made a careful estimate (not a guess) of the probable expense, and stated to the committee of thirteen that this work would cost nearly one-half of the appropriation asked for. At the time we were very doubtful about the sum asked, \$2,000, being sufficient, but hesitated to ask more than granted the year before, fearing a cut down. They recommended \$1800 and the town voted it. We have been obliged to exceed this sum, as we knew we should be at the time it was granted. The plan followed in ventilation of the academy is the one common where buildings are heated by steam. The inflow of pure air which is warmed on its way is through metal lined flues and enters each room through a register in the wall about five and a half feet above the floor. The impure air passes through registers in the floor at the opposite end of the room, thence down through brick flues to the bottom of the cellar. It then passes into and up through the brick ventilating shaft or chimney which extends several feet above the level with the highest part of the building. To secure the necessary circulation of air through the chimney a steam coil is placed inside and just above the apertures made for the entrance of the foul air.

At Dodgeville the flues for the exit of the foul air are built on the same plan in the main as at the academy. As we have no steam there, a small cast iron cylinder stove is built into the brick partition between the two flues and projecting into each, furnishes sufficient heat to secure brisk currents of air in both flues. The pure air for each room is admitted through an opening in the side of the house and conducted along by a metallic flue which is placed just below the floor of the room which it is designed to enter, to a place under the jacketed stove above. It then passes up through a hole in the floor and after being warmed by passing between the stove and its jacket enters the room at about six feet above the floor.

Before the change, frequent scientific tests made when the weather was too cold to allow the opening of the windows showed that in each room in the Academy and the lower room at Dodgeville the occupants had to breathe air so vitiated as to contain from 25 to 30 parts of carbonic acid gas to 10,000 of air, to say nothing of other impurities. Now, if janitors and teachers will see that it is properly attended to, the doors and windows can be kept closed all the time and the occupants have air to breathe that contains less than 7 parts carbonic acid gas to 10,000 of air which is securing air to breathe that is practically pure.

The State Inspectors after inspecting the ventilation and testing the air have expressed themselves in their annual report as satisfied with the operation of the plan in both houses. The school house at Briggs's Corner should be properly ventilated this summer, and as the room is very low and has altogether too small a number of cubic feet of air for each occupant, the roof should be raised about three feet. All this could be done for about \$250.

HIGH SCHOOL LABORATORY.

Although the High school house was built as late as 1881, no suitable arrangement was made for a chemical laboratory. A small room immediately adjoining the school room was fitted up with a few tables and other appliances and called a laboratory, but as there was no way provided for ventilation it was totally unfit for a class to do experimental work in chemistry, and being separated from the school room by a single partition, the noxious odors penetrated the entire building and caused great annoyance to other scholars at their work.

During the last summer vacation a room was partitioned off in the basement and fitted with suitable tables and other appliances of a modern laboratory and equipped so that a class of eighteen can conveniently work at experimental chemistry under the charge of their instructor. A dark closet leading from the laboratory gives suitable storage room for chemicals and chemical apparatus.

Good ventilation is secured by means of a metallic flue, fourteen inches in diameter, which extends from the laboratory up through the building to a point above the level with the ridge of the house. The room formerly used for a chemical laboratory has been supplied with suitable tables and other modern furniture and thus secures a very convenient physical laboratory. Apparatus has been purchased from time to time with funds furnished by the trustees of the Richardson School Fund so that in most of the departments of Physics the study can be made much more interesting and profitable by means of experiments.

SCHOOL GRADES.

The process of changing the number of grades which was decided upon a year ago is now nearly completed. Under the new plan there will be eight grades of the elementary schools instead of nine as heretofore.

To complete the entire course will require twelve years,, four for the primary, four for the Grammar and four for the High school. The child at the beginning of his course enters the fourth and passes successively through the fourth, third, second and first Primary. He then enters the Grammar and passes successively through the fourth, third, second and first Grammar grades, when he should be well fitted, if he has properly done the work required for the elementary grades, to enter the High school. Entering the Primary school at six he can graduate from the Grammar at fourteen and the High school at eighteen years of age.

The first or Highest Grammar school, under the immediate instruction of Miss L. E. Briggs occupies one of the lower rooms of the new building and at present numbers 45 scholars. There are, also, of this High Grammar grade 8 or 10 at the City school, 2 at Briggs Corner and one at the Perry school.

The second Grammar grade occupies the large room in the second story of the new building, numbers 110 and is under the charge of Misses Pratt, Slate and Toothaker. The third Grammar occupies a lower room in the new building and has about 60 scholars under the charge of Mrs. O. C. Chatterton with Miss Maynard for assistant.

There are two schools of the fourth or lowest Grammar grade in the third story of the middle building on Sanford street, each numbering about 50. These are taught by Misses Jewett and White. Miss Perry and Miss McRae,

each have a school of nearly 50 of the first or highest Primary grade. These two occupy the second floor of the last named building. On the lower floor Misses Parmenter and Povey, each has a school of nearly 50 of the second Primary grade. Two schools in the Academy, two in the Pine street house and one in the South Main street house consist almost entirely of the third and fourth Primary. These five last have an enrollment of about 250 children. To one who surveys these items with a little care it will appear that the school rooms in our village are all filled nearly to their maximum capacity. The four schools of the lowest grades which occupy the Academy and the Pine street house have been altogether too large since September. A new school of the lowest grades should be opened at the beginning of the spring term and should be located somewhere in the vicinity of Holman's block. At the opening of the schools in September we were able so to adjust the grades as to dispense with the services of one of the assistants on Sanford street and in consequence have employed one teacher less this year than last. The new school can be opened without exceeding our former number of teachers.

CHANGES OF TEACHERS.

We have suffered about the usual number of interruptions from changes of teachers. Greatly to our regret, C. E. Stevens before the end of his first year, resigned his place as principal of the High school to accept a position as superintendent of schools in Worcester county. Miss Barton who had served very acceptably as instructor in Greek and German for a year, being unwilling to devote her whole time to teaching, de-

clined to accept her re-appointment. As we must have a teacher for full time we were obliged to accept her resignation. Misses Cora L. Maynard and Emily S. Pond of the Sanford street schools, Mrs. Jennie S. Lawder of the Turnpike school, Miss Fida H. Smith of the city school and Miss E. B. Howes of the Dodgeville school resigned their positions at the end of the spring term. Mrs. May E. Brown, assistant in the third grammar, has not been able on account of sickness, to return to her work since September. Miss Maynard, who had resigned her school, has been serving as substitute. We are hoping that Mrs. Brown will regain her health so as to return to her place at no distant day.

We were most fortunate in our selection of a principal for the High school, Mr. O. L. Beverage, who in addition to other experience had been the successful principal of the High school in the city of Hallowell, Me., for three years, was elected to take charge of our High school a few weeks before the close of the spring term. We were also fortunate to secure for second assistant, Miss Jennie M. Perry of Rehoboth, a graduate of Smith college, Northampton. During the year the school has increased from less than sixty to nearly ninety. The actual number in September was eighty-nine, and the school now numbers eighty-six. That there has been so small a decrease since the beginning of the year is highly to the credit of the efficient and wise management of affairs by the principal and his able assistants who heartily co-operate with him. Should a large class enter this fall, as I hope there may, an additional teacher will be necessary. This school, now grown so large should be a source of pride to the town and should receive a generous support. A few hundred dollars a year to enable

the purchase of chemical and physical apparatus and standard works necessary for the successful study of English literature would be a wise expenditure.

No less deserving of commendation are the teachers of our elementary schools. Almost without exception the discipline has been good, and the amount and quality of the work accomplished has not been equalled in any preceding year. The successful efforts of the teachers to secure an increased amount of study on the part of the pupils are highly commendable.

COURSE OF STUDY.

Much time has been given to the preparation of a course of study for all the grades of school. Those presented in Appendix B. are outlines proposed. The course for the High school needs only the designation of the selections from the different authors to be studied in the department of English Literature to make it complete. The course for the elementary schools is merely an outline of what it should be, and follows closely the outline of studies recently drawn up and approved by the New England Association of Superintendents. These courses should be revised and approved by the School Board, and printed in form convenient for use, before the beginning of the Fall term.

In closing, I wish to thank the Committee for their cordial support and co-operation and to express my appreciation of the kindness and loyalty shown by the teachers.

J. O. TIFFANY,
Superintendent.

APPENDIX A.

PROGRAMME ATTLEBORO HIGH SCHOOL GRADUATING EXERCISES.

Bates Opera House, Thursday Evening, June 26, 1890, at 8 o'clock.

- Medley Overture, ... Orchestra
 Invocation.
 St. Michael's, (Arranged for female voices.)
 Salutatory, ... Abbie Estelle Carpenter
 Essay—"Value of the Study of the Classics,"
 Nellie Emma Briggs
 Weigenlied (Semi Chorus.)
 Oration—"The Dark Continent," Alfred Dean Crosby
 Hark! Apollo Strikes the Lyre.
 Essay—"One Hundred Years of Progress,"
 Aphia Gertrude Tillson
 The Blue Blonde Polka Orchestra
 Calisthenic Exercises.
 Essay—"Is there a Field for Self-Respecting Woman in
 the Domestic Service?" Abbie Estelle Carpenter
 The Broken Pitcher, (Female Voices.)
 *Oration—"The Ideal of School Life," Elisha Alonzo King
 When in Grief's Dark Vale.
 Valedictory Nellie Emma Briggs
 Presentation of diplomas.
 Legends, (Female Voices.)
 * Equal in rank to Salutatorian.

"Das Werdende."

GRADUATES OF 1890.

CLASSICAL COURSE,

Nellie Emma Briggs.

GENERAL COURSE.

Abbie Estelle Carpenter,
Aphia Gertrude Tillson,
Alfred Dean Crosby,
Elisha Alonzo King.

PROGRAMME OF THE GRADUATING EXERCISES OF THE PUPILS OF THE GRAMMAR SCHOOL.

*At the New Building, Friday Afternoon, June 27, 1890, at
1.30 o'clock.*

Singing.

Class History, ... Thomas Bennett

Dialogue—Extract from the "Life of Garfield."

Piano Duet—"India Mail,"

Susie Titus and Albert Hutchinson

Dialogue—Selection from H. B. Stowe.

Recitation—"Legend of Bregenz," Florence Sweet

Dialogue—Selection from "Sweet Cicely."

Concert Recitation.

Singing.

Dialogue—Extract from "Jo's Boys."

Recitation—"Jack in the Pulpit,"

Edna Smith

Calisthenics.

Song—"The Old Oaken Tree,"

Alice Holbrook

Dialogue—Extract from "Miles Standish."

Recitation—"Jane Conquest," Edith Slater

Dialogue—Extract from "That Lass o'Lowrie's."

Piano Duet. May Carpenter and May Gardiner

Recitation—"The Old Front Gate," Alice Holbrook

Class Prophecy, ... Amy White

Valedictory, ... Chester Bliss

Singing.

Awarding of Diplomas.

GRADUATES.

Charles Albert Adams,
Jonathan Bliss,
Chester Merton Bliss,
Fred Emerson Briggs,
Arthur Lloyd Bottomley,
Thomas Emmet Bennett,
David Herbert Cash,
Walter Ernest Claflin,
Albert Jefferson Carpenter,
George Mackie Gustin,
Raymond Martin Horton,
Walter Benjamin Marble,
Willie Patterson,
Charles Edward Parmenter,
Egbert Ellis Rhodes,
Fred Sibley,
William Clinton Parker,
Arthur Thomas Sturdy,
Joseph Albert Tillson,
Alice Ethel Bullock,
Irene Lawton Battey,
Pearle Chase Burdick,
Anna Melvine Burbank,
Fannie Louise Butterworth,
Mary Ida Crawford,
Mabel Irene Crosby,
Harrietta Louise Cobb,
May Evelyn Carpenter,
Catharine Florence Dolan,
Rhoda Elizabeth Danforth,
Bertha Scott Frink,

May Isabel Gardiner,
Isabel Bradford Gavitt,
Jennie Frances Harty,
Alice Rich Holbrook,
Grace Bourne Hodges,
Jennie Holmes Leach,
Hattie Robbins Macdonald,
Mary Ella Nerney,
Edith Minerva Perry,
May Isabella Ray,
Edith Mabel Slater,
Florence Augusta Sweet,
Lydia Frances Small,
Caroline Edna Smith,
Susie Gay Titus,
Amy Earl White,
Lottie Wilson Witherell,
Mary Ann Powers, Turnpike school,
Katie E. McGinn, City school,
Joseph Nickerson, City school.

SCHOOL STATISTICS.

Number of High schools	1
“ “ Grammar schools	5
“ “ Primary “	14
“ Semi-graded “	3
“ Ungraded “	3
Whole number of schools	26
Number more than last year	1

TEACHERS.

Number of teachers in High school	3
“ “ “ “ Grammar schools	8
“ “ “ “ Primary “	16
“ “ “ “ Semi-graded “	3
“ “ “ “ Mixed “	3
Music teachers	2
Whole number of teachers, males, 2; females,	
33. Total	35
Number less than last year	1

PUPILS.

Enrollment :	
High, boys, 17; girls, 41. Total	58
Grammar, boys, 148; girls, 155. Total	303
Primary, boys, 488; girls 433. Total	921
Semi-graded, boys, 90; girls, 67. Total	157
Mixed, boys, 51; girls, 53. Total	104
Whole number, boys, 794; girls, 749. Total	1,543
Average Membership :	
High	69.2
Grammar	286.7
Primary	620.0
Semi-graded	96.3
Mixed	80.4
Total	1,152.6

Average Attendance :

High	66.22
Grammar	263.84
Primary	545.00
Semi-graded	80.00
Mixed	64.4

Total	1,019.46
-------	----------

Tardiness :

High	54	Pro rata	.78
Grammar	115		.40
Primary	1007		1.62
Semi-graded	275		2.85
Mixed	179		2.22

Total	1,630
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Per cent. of attendance based on average membership	88.5
---	------

Pro rata of tardiness based on average membership	1.41
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TABLE SHOWING NAMES, GRADES, TEACHERS, MEMBERSHIP AND ATTENDANCE.

NAME OF SCHOOL.		GRADE.	TEACHER.	DIFFERENT SCHOL- ARS REGISTERED.	BOYS.	GIRLS.	AVERAGE MEMBER- SHIP.	AVERAGE ATTEN- DANCE.	TARDINESS.	PER CENT OF ATTEN- DANCE.
1.	Bank street,	High.	O. L. Beverage,	58	17	41	69.2	66.22	54	95.7
2.	" "	"	Helen W. Metcalf,							
3.	" "	"	Jennie M. Perry,							
4.	Sanford street,	1st. Grammar	Lidora E. Briggs,	51	21	30	46.	40.5	20	88.
5.	" "	2d.	Hannah M. Pratt,	100	48	52	99.8	94.	27	94.2
6.	" "	"	Rhoda C. Slate,							
7.	" "	"	Nellie M. Toothaker,							
8.	" "	"	O. Cora Chatterton,	60	37	23	55.56	51.94	29	93.5
9.	" "	"	May E. Brown,							
10.	" "	"	Hattie R. Jewett	45	23	22	42.	39.6	20	94.3
11.	" "	"	Edith F. White,	47	19	28	43.3	37.8	19	87.3
12.	" "	1st. Primary.	Carrie L. Perry,	45	28	17	43.6	39.2	35	90.
13.	" "	"	Susan E. McRae,	65	27	38	54.5	48.3	44	88.6
14.	" "	2d.	Adelina S. Povey,	52	30	22	46.	40.9	97	89.
15.	" "	2d. & 3d "	Mary F. Parmenter,	51	30	21	46.	40.8	41	89.
16.	" "	3d. & 4th "	Annie M. Wheaton,	56	35	21	48.2	42.8	25	88.8
17.	" "	4th.	Alice B. Fisher,	113	63	50	47.3	38.4	61	81.2

Continued on next page.

TABLE SHOWING NAMES, GRADES, TEACHERS, MEMBERSHIP AND
ATTENDANCE. (Concluded.)

18.	Pine street,	3d. & 4th Primary	Mary L. Felt,	44	22	22	36.9	34.	100	92.4
19.	" "	4th.	Dora A. Sweet,	86	50	36	45.5	39.55	127	87.
20.	South Main st.,	2d. & 3d "	Lucy C. Sweet,	46	25	21	43.	37.	53	86.
21.	Dodgeville,	Semi-Graded.	Rachel L. Bushee,	61	37	24	40.	35.	172	87.5
22.	"	Primary Grades,	Anna D. Newman,	134	66	68	64.3	56.	194	87.
23.	"	"	Hattie E. Shepard,							
24.	Hebronville,	Semi-Graded.	Mary E. Pond,	59	40	19	28.3	24.5	63	86.6
25.	"	Primary Grades.	Minnie A. Walker,	128	56	72	65.9	57.	113	86.5
26.	"	"	R. Grace Field,							
27.	City,	Grammar.	Addie O. Denning	37	13	24	28.	20.5	40	74.
28.	"	Primary	Clara F. Bourne,	31	16	15	27.	25.	100	92.
29.	Turnpike,	Mixed.	Ernest A. Basten,	38	16	22	28.1	20.55	37	73.
30.	Briggs Corner	"	Julia L. Brigham,	51	26	25	40.	34.75	69	86.8
31.	Perry,	"	Cassie S. Thayer,	15	9	6	12.3	9.1	73	74.
32.	Farmers,	Primary	M. B. Hawes,	45	26	19	36.4	34.1	15	93.7
33.	Pleasant street	"	Helen M. Austin,	25	14	11	15.5	12.	2	78.
34.		Music Teacher.	H. J. Whittemore.							

APPENDIX B.

COURSE OF STUDY FOR THE SCHOOLS OF ATTLEBORO.

Fourth Primary (first year.)

READING AND SPELLING.

Reading from blackboard, chart and slates, till the pupil has acquired a vocabulary of at least one-hundred words which he can recognize at sight.

After this, use authorized primers and first readers.

Pupils to be taught to spell at first by sounds of letters, and combinations of letters, afterwards by letters.

LANGUAGE.

Language work in the Primary grades should be largely language training. Correct common errors and train the children to express their thoughts in proper language.

The observation lessons required in elementary science furnish good subjects for use in language training in all the primary grades.

ARITHMETIC.

1. Number work ; from 1 to 10. 2. Fractions, 1-2, 1-3 1-4. 3. Compound Numbers ; apply combinations taught to most familiar weights and measures. 4. Business arithmetic ; use of cents, two cent pieces, nickels, and the dime.

ELEMENTARY SCIENCE.

Observation Lessons. 1. Domestic animals, birds and

common insects, to recognize and name, and state single qualities, doings and other interesting facts.

2. Common plants, flowers and fruits ; to recognize and name ; qualities, as color, form, etc. and uses.

3. The human body ; care, health, cleanliness, comfort, noticeable parts. Expression. 1. Clay modeling of typical forms, and forms in nature. 2. Stick Laying ; forms in outline and forms of symmetry.

3. Drawing from typical forms and natural objects.

GEOGRAPHY.

Talks about familiar objects ; at school, at home, out of doors ; relation of place, direction, distance, etc.

WRITING.

The forms and names of letters taught from the black-board and chart. Children to spend much time copying letters, words and sentences ; each pupil taught to write his own name and name of teacher.

Third Primary (second year.)

READING AND SPELLING.

Use authorized first and second readers. Words selected from reading lessons to be spelled by sounds and by letters..

LANGUAGE.

Conversations with children in connection with their observation lessons in elementary science, also reading lessons and stories told the children to be reproduced in their own words, furnish excellent means for training in language work.

ARITHMETIC.

1. Number work ; 10 to 20, 20 to 50 ; notation from 1 to 50.

2. Fractions, 1-2, 1-4, 1-8, 1-3, 1-6, 1-9, 1-5, 1-10, 1-7..

3. Compound numbers and business arithmetic. Continue and extend the work of the first year.

ELEMENTARY SCIENCE.

Observation lessons. 1. Domestic and other common animals, birds and insects ; their distinguishing characteristics, doings or habits, uses and other interesting facts.

2. Common plants, trees and shrubs to recognize and name ; state uses and values, most noticeable qualities, interesting facts as to place and manner of growth, cultivation, etc., in proper months to observe seeds, buds, leaves, flowers and fruit.

3. Human body. The whole ; care, health, cleanliness, comfort ; parts, care of, uses, etc. Teachers should ascertain if there is any defect in the children's eye sight or hearing and act accordingly.

4. Natural phenomena. Sun, light, heat, fire ; darkness, cold ; day, night, air, wind ; forms of water, as clouds, rain, snow, ice.

GEOGRAPHY.

Talks about the school room, the school house, the school yard, the streets, the neighborhood ; cardinal points of compass and the horizon. For natural phenomena and objects of nature, see course on elementary science.

WRITING.

Children to continue copying letters, words and sentences from blackboard, chart and readers. To begin to use exercise paper and lead pencil. Much attention to be paid to proper position of person, paper and pencil.

Second Primary (third year.)

READING AND SPELLING.

Monroe's Advanced Second reader for drill and study, other second readers for supplementary reading.

Difficult words in reading lessons to be copied and studied for oral and written spelling.

LANGUAGE.

Observation lessons in science, suitable pictures and stories told the children, furnish ample material for training in language work. Such stories should be selected as will furnish the ground work for instruction in manners and morals. Written work should follow the lines indicated for oral teachings. It should include the reproduction of stories which have been told the class, stories from pictures, dictation exercises to teach spelling, punctuation and use of capital letters, also for teaching the forms of notes, letters and other kinds of written composition. A judicious use of the language chart will relieve the teachers of much work in preparing lessons for written exercises.

ARITHMETIC.

1. Number work, from 50 to 1,000; notation, the same; begin decimal notation. 2. Fractions, 1-12, 1-20, etc.; simple reductions. 3. Decimals. Begin United States Money. 4. Compound Numbers. Previous work extended; simple reductions. 5. Mensuration. Pupils to have much practice in measuring lengths. 6. Business Arithmetic. Buying and selling, making change, etc., by the use of toy money.

ELEMENTARY SCIENCE.

1. Animals: Quadrupeds, birds, insects, fishes. Continue work of second year. Comparison of animals, their sphere or usefulness. Inculcate lessons of kindness to animals.

2. Plants: Trees, vines, shrubs, vegetables, where and how they grow; uses or values. Study planting, growth, care, harvesting, etc. Observe parts of trees, plants, leaves and flowers, and observe beauty and symmetry of form.

Human body. As a whole as in previous grades; food and drink, work, rest and recreation; protection against sickness, parts of the body their uses and care; lessons and stories of proper living and good manners.

4. Natural phenomena. Extend work of previous grades, note changes of forms of water, also the effects of heat, cold, wind and moisture.

5. Minerals. Earth, soil, gravel, sand, pebbles, rocks, coal, iron, slate; collect and label specimens and study their characteristics and uses.

GEOGRAPHY.

Our town and state, position, boundaries, etc.; plans and maps, bodies of land and water; natural bodies of water in town and state; surface, drainage, etc.

To be learned from maps, reading, etc. The world as a whole; form, size, motions, etc. A continent; location, form, size, relief; highlands, depressions, drainage; climate, moisture, temperature, etc. An ocean; size, parts, islands, streams and currents.

WRITING.

Much exercise in copying words and sentences from the blackboard, and selections from the reading lessons. Pen and ink introduced to be used in this and all subsequent grades. Spencerian tracing and writing book No 1, to be used. Much drill in use of pen and ink with practice paper before each lesson in the book.

First Primary (fourth year.)

READING AND SPELLING.

Use third readers for drill, and for supplementary reading such books as can be obtained to assist in elementary science, language, geography and history. Spelling should

be both oral and written. All new words found in reading lessons should be learned and frequently reviewed.

LANGUAGE.

The language chart and Hyde's first language book to form the basis of instruction. Science lessons and reading exercises as heretofore, and the lessons in geography, which is introduced as a regular study in this grade, furnish helps in oral teaching. For written work continue the copying of such selections as are worthy of being committed to memory. Give much instruction in letter writing.

ARITHMETIC.

1. Number work and notation, from 1,000 to 1,000,000. Continue decimal notation. 2. Addition, subtraction, multiplication, and division of common and decimal fractions (objective); begin figure work. 3. Compound numbers and mensuration. Continue work of previous grades. 4. Business arithmetic. Teach rates per cent., 50, 25, $33\frac{1}{3}$, $66\frac{2}{3}$, 75 and 100. Instruct in making of bills.

ELEMENTARY SCIENCE.

Observation lessons. 1. Animals. Consider groups with reference to certain resemblances; as flesh eaters, grass eaters, gnawers, birds of prey, birds that swim, waders, etc. Common insects. Observe growth and development, as of the butterfly, frog, etc. Natural history readers furnish material, also stories of animals that inculcate lessons of care and kindness, and caution against cruelty.

2. Plants. Continue observation and reading; classify according to their uses, for food, shelter, clothing etc. Compare parts, as shapes, veins and uses of leaves, number, form, color, and arrangement of parts of flower; growth of leaf and flower from buds, fruits from flowers, and seeds in to the new plant.

3. Human body. Rules for correct living, as correct habits, proper food and drink, play, work and rest ; clothing, cleanliness, importance of pure air and proper sanitary conditions ; emergency lessons, as stopping the flow of blood, uses of bandages and adhesive plaster, cleanliness of wounds, etc.

4. Natural phenomena. Observe effects of heat, cold, wind, moisture ; beauty of sky and clouds ; storms, gales and tempests, weather peculiar to different months and seasons.

5. Minerals. Continue collecting and naming ; observe one or more qualities ; collect samples of soil from hills, level country and low valleys, and compare uses and values. Expression may include, 1, of lessons in clay modeling, of geometric solids and vase forms, leaf and fruit forms in relief, and symmetrical forms in tiles ; 2, of free hand drawing from models, both as to fact and appearance of form, and from natural and common objects.

GEOGRAPHY.

North America, United States, our state ; form, size, outline, position ; projections and indentations ; land and water form, surface, elevation and depressions ; water shed, drainage ; mountain and river systems ; inhabitants and their occupations ; states, cities, civilization, government. South America. Observe resemblance to North America.

GRAMMAR GRADES.

Fourth Grammar (fifth year.)

READING AND SPELLING.

Drill and sight reading from authorized readers. Spelling, oral and written, words selected from reading lessons. Spelling book to be regularly used.

LANGUAGE.

Oral language work in the Grammar grades. Supplementary reading all along the grades will furnish material. Recitations in geography and history should become more topical as pupils advance. Carefully selected poems should be committed to memory and frequently recited. Written work should continue all through the Grammar grades, and should include: 1. A continuation of the written exercises of the upper primary grades. 2. Written exercises to follow information lessons in elementary science. 3. Compositions for which oral preparation has been made in recitations in geography. 4. Studies of poems to be followed by a paraphrase or a composition giving the story. The use of the language chart and Hyde's First Language book to be continued.

ARITHMETIC.

1. Number work and notation to be continued. 2. Divisors, multiples and cancellation. 3. Fractions completed. 4. Work in decimals and compound numbers continued. 5. Mensuration, simple work in finding areas of surfaces and contents of solids. 6. Business arithmetic. Simple work in percentage and simple examples in interest.

ELEMENTARY SCIENCE.

1. Animals and plants. Make closer study of habits of animals, continue to inculcate lessons of kindness; make a more careful study of food plants, of the effects of climate upon plants; make collection of common woods and study their uses.

2. Human body. Parts and materials which make up the body, as walls, limbs, skin, muscles, fat, blood vessels, nerves, bones, joints, ligaments; study means and importance of ventilation. Drawing. Free hand from models and natural objects; free drawing to illustrate language work; designs, applications from nature, historic ornament.

GEOGRAPHY.

Groups of states, on plans of previous grades ; countries of North America ; countries of South America.

HISTORY.

A primary history of the United States, and historical readers to be used as supplementary reading.

Third Grammar Grade (sixth year.)

READING AND SPELLING.

In this and subsequent grades use drill readers and authorized supplementary readers, selected with reference to furnishing matter for pupils in the elementary science, geography and history classes, and such as will awaken a love for good literature. Oral and written spelling to be continued through all the grammar grades.

LANGUAGE.

Hyde's First Language book to be used as a text-book for study. Particular attention to the sentence, subject and predicate, arrangement ; kind, as declarative, interrogative, etc. ; the parts of speech and their uses in construction of sentences.

ARITHMETIC.

Much practice in fundamental operations ; many problems involving fractions ; decimals completed ; work of previous grades in compound numbers, mensuration, and business arithmetic extended.

ELEMENTARY SCIENCE.

1. Animals and plants. Animals of different zones, their habits and uses ; study and collect typical insects ; families of plants and their distribution ; study of grains and spices ; collect specimens.

2. Human body. As a whole ; recapitulation of parts ; name and place, connection and relation, and work of each ; effects of stimulants and narcotics ; removal of wastes, etc.

3. Minerals. Collect and observe typical minerals, metals, and rocks, natural wealth or resources of countries ; action of the elements upon rocks ; making of soils, etc.

4. Drawing. Free hand drawing from models, natural objects and common things ; as to facts, appearances, and adaption to design and ornament. Boys should have instruction in mechanical drawing.

GEOGRAPHY.

Europe, Asia, Africa, Australia, islands. Follow plan indicated for North America.

HISTORY.

Give oral instruction and use historical readers for supplementary reading. Begin in regular study of authorized primary history of United States.

READING AND SPELLING.

Use authorized fourth readers and supplementary reading in connection with the study of geography and natural history. Spelling, both oral and written to be continued.

LANGUAGE.

Grammar. Adjectives and adverbial phrases and clauses ; analysis of simple, compound and complex sentences ; punctuation ; the relation of words in sentences as indicated by inflections ; subdivisions of parts of speech.

ARITHMETIC.

Occasional practice in notation, divisors, multiples, cancellation ; problems involving common and decimal fractions ; compound numbers and decimals completed ; mensuration with reference to work of carpenters, masons, etc.

ELEMENTARY SCIENCE.

1. Animals. Distinguished marks of reptiles, fishes, birds, and mammals, and their distribution; typical forms of life in the sea, as sponges, corals, shell fishes, etc.

2. Plants. Geographical distribution, great forests, plant products: as gums, spices, foreign fruits, materials for clothing, etc.

3. Human body. Digestive system, course of food, mastication, time for eating, care of teeth; circulatory system; course of the air, proper breathing; effects of compression, effects of breathing impure air; circulatory system, course of blood, location of organs, as veins, arteries, pulse, treatment of cuts, bruises and bleeding; treatment of persons rescued from drowning, and of those who have swallowed poisons.

4. Natural phenomena. Observations of motions of sun, moon and planets; seasons, temperature, climate, forces of nature, etc.

5. Minerals. Useful rocks and their distribution; distribution of coal, iron and other minerals.

DRAWING.

Free hand and mechanical to be continued.

GEOGRAPHY.

Physical geography of the world, as a whole, and of its parts, with details of each; location of products, races of mankind, routes of travel and commerce; historical, industrial and political geography of the world; first inhabitants, migrations of peoples, discoveries of continents, and the development of map of the world.

HISTORY.

A careful study of the larger history of the United States.

First Grammar Grade (eighth year.)

LANGUAGE.

A careful review of work of sixth and seventh years with more difficult sentences for analysis. Patterson's Advanced Grammar to be used as a text book for study throughout the year.

ARITHMETIC

Rates and proportion, square root and cube root, common and decimal fractions reviewed, longitude and time ; mensuration completed ; application of percentage in commission and brokerage, custom house business, stocks and bonds, partial payments and banking.

ELEMENTARY SCIENCE.

1. Animals and plants ; continue work of previous grades.

2. Human body. Previous work reviewed and much extended by a careful study of the subject as treated in the authorized text book on physiology and hygiene. Teach the pupils to know what is right in the care and use of the body, and to feel the obligation to do right. Teach the pupils to choose to abstain from the use of stimulants and narcotics because it is right, and because they desire to be upright and strong men and women.

3. Elementary Physics. States of matter, motion and force, gravitation, mechanical forces, pressure of liquids and atmosphere, heat, light, sound, chemical action and change.

4. Drawing. Free hand in connection with geography and other science work ; mechanical drawing continued.

GEOGRAPHY.

Relation of earth to solar system ; motions, seasons, tides, etc. ; general review of mathematical geography.

HISTORY.

Use authorized history of England for supplementary reading.

VOCAL MUSIC.

The importance of vocal music as a regular branch of school study is becoming more fully recognized year by year, and with this recognition is felt the necessity of more systematic instruction based upon true educational principles.

That the very best results from this study may be obtained, it is essential that teachers more fully realize the fact that as a means of culture, the study of music is broader and more comprehensive than many other studies found in the school room.

Upon this subject we quote from an address delivered before the January meeting of the N. E. Public School Music Teachers' Association by Dr. Hagar, principal of the State Normal school, Salem, Mass.

"The importance of music, as a branch of school education is, in this country, poorly appreciated, even in communities that recognize it as one of their school studies.

"Under the most favorable auspices music is generally regarded as inferior in value to the more common branches; as designed to afford recreation rather than mental culture. Hence, it too often enters the school room with words of apology, doubtful of its right to enter and humbly grateful for the modicum of time and attention there grudgingly conceded to its claims. But I firmly believe that it may justly demand a consideration far higher than it has yet received, and that, upon a full examination, it will be found to present means of culture broader in scope and more comprehensive in variety than are to be gathered from ordinary branches of study. In the selection of a course of study, the question asked by intelligent men is not, 'What studies will yield the largest amount of immediate knowl-

edge?" but 'From what can be obtained the highest mental and moral discipline?'—a discipline which will enable its possessor to gather knowledge readily in any desired field, and to perform with success the various moral duties of life."

COURSE OF STUDY IN MUSIC.

(Prepared by the Music Teachers.)

FIRST GRADE.

The musical training of little children during the first four or five months of school should consist wholly in awakening and developing tone perception.

The scale should be considered the unite of thought in tune and may be presented by means of musical games and pleasing exercises, so that the most diffident child will be encouraged to sing alone. Individual effort, so essential to success in music, will thus be established at the outset.

When the scale is well developed the children should have daily practice in easy scale intervals, this work in varied forms to be continued throughout the year. The common representations of the major scale should be shown as so many pictures of one object—*not as several different scales*—and the children should be able to state the signature in each and the position of one of the scales upon the staff. The sense of a rhythm should be awakened by physical touch and developed in such a manner that long before the children hear the terms "two-part measure" "three part measure" etc., they may be able to give these divisions of time correctly.

"No idea of time, or the relative length of sounds can be obtained by studying the character which represent

their length. A knowledge of such characters is useless so long as a *conception of their pitch or length* is wanting."

Exercises containing easy intervals *already learned from the interval card* should be put upon the board and the children encouraged to take part individually, precisely as is done in the reading class.

Each dictation exercise in tune or rhythm should be followed by the representation upon the board or chart.

Melodious rote-songs suited to the comprehension of the little ones should be given frequently by the regular teacher or by the Supervisor of music and at all times a correct position of the mouth and body should be insisted upon.

No *marching songs* should ever be given and only the most carefully selected motion songs.

SECOND GRADE.

More difficult interval and rhythm exercises should be given and a corresponding advance shown in exercises for sight-singing upon the board and chart. Children should be thoroughly familiar with the nine common representations of the major scale, the signatures in each, and position of one upon the staff and should be able to recognize scale intervals readily in each.

The subject of relative pitch should be introduced.

Two-part, three-part and four-part measure should be reviewed and fixed more firmly and greater attention should be given the rested and combined beats.

The songs for this grade should be selected with reference to the work already done and should thus serve as practical tests in sight singing.

An occasional rote song may be given but too much rote singing in this grade will inevitably retard any real progress and its bad effects will be felt throughout all the succeeding grades.

THIRD GRADE.

Upon entering this grade the pupils are supposed to have all the easier scale intervals at their command, a fair degree of familiarity with the common divisions of time in two, three and four-part measure, and the ability to recognize the intervals already learned when represented in the various keys upon the staff. Added to this they have learned something of relative pitch, and have, to some degree, formed mental pictures of the different representations.

The music reader should now furnish the material for sight singing and practical reviews of the work already done in the two preceeding grades.

The study of relative pitch should be continued and frequent dictation exercises in interval work and rhythm should be given. Six-part measure should be taught and frequent exercises in the same given upon board, chart and in the music reader.

A few chromatic tones may be introduced in classes where the interval work has been thoroughly studied, also occasional practice in chords, preparatory to two-part singing.

FOURTH GRADE.

The divided beat in two, three and four-part measure should be taught and pupils become thoroughly acquainted with the representations.

The subject of relative pitch should be reviewed and chromatic tone should receive more attention.

Exercises and songs from the chart and music reader should be given as practical sight singing.

Two-part work should be introduced in this grade. Daily interval work throughout the year.

FIFTH GRADE.

Review divided beats in two, three, four and six-part measure, also syncopation.

Scale and interval work should be continued, each dictation exercise to be followed by the representation in various keys.

Frequent tests in tone perception and sight singing should be given by the regular teacher under the supervision of the teacher of music.

"Teacher must be able to think musically, if not able to sing. A teacher can teach what she cannot do, but not what she does not know."

The music reader and chart should furnish the exercises and songs for this year, supplemental music being given occasionally for the sake of variety.

SIXTH GRADE.

The pupils should have constant practice in interval work and in reading music in one and two-parts. "Reading music is frequently supposed to be simply the ability to call the syllables or name the notes in the various keys; but the position here maintained is that all music is written upon the basis of tone relation (scale intervals), and that singing must be taught upon that principle; and in order that pupils should not become cramped in their efforts to think sounds (intervals), they must, at an early stage, be taught to sing without the memory-helping syllables."

"It is not intended by this that they should be laid aside altogether, for they are valuable in elementary instruction if employed within certain limits."

Particular attention should be given the complicated sub-divisions of time.

The pupils should vocalize frequently, using the syllables loo, oo, o and e.

SEVENTH GRADE.

The pupils should study major and minor seconds, thirds, etc., also the minor scale.

Exercises containing each new problem in pitch should be given upon the board, followed by chart and book representation.

Three-part work should be introduced.

Exercises in vocalization should be given daily.

EIGHTH GRADE.

A careful review of all difficulties in tune and time should be given, also the music readers and second chart reviewed, especial attention being given the marks of expression.

In this and each preceding grade, exercises for vocalizing should be given at the beginning of each lesson.

The study of tones, semi-tones, major and minor thirds, etc., should be carefully reviewed, also the minor scale.

The F clef should be presented, three-part work continued and four-part work introduced.

When three or more classes are consolidated for chorus practice, independence in sight reading and singing can be gained only by mental work directing the voice, and consequently in taking up new pieces the work at first should be without piano or much help from leading voices.

Frequent practice in triads should be given.

HIGH SCHOOL.

Unison solfeggios with practice of scale intervals should precede all chorus singing.

This to be followed by special voice exercises for each part separately under the direction of the Supervisor of music. The importance of good articulation must be insisted upon in chorus singing, as well as in solo work.

Musical tones with regard to quality, marks of expres-

sion, correct pronunciation and definitions should be carefully studied.

The class should not be allowed to sing with a piano out of tune as it injures and blunts the sensibility of the ear with reference to accuracy of pitch.

All coarse and loud singing, together with very high and very low tones should be avoided.

Practice sight singing from the music text-book with four part songs, glees and choruses from the best masters as supplementary work under the direction of the supervisor of music.

Inferior or characterless music should never be used as it is detrimental to the foundation of a correct musical taste.

The frequent memorizing of songs and choruses, both words and music, tends to cultivate the pupils power of expression and gives them a better appreciation of true musical form.

COURSE OF STUDIES IN ATTLEBOROUGH HIGH SCHOOL.

TERM. REQUIRED STUDIES.

ELECTIVE STUDIES.

First Year.

1st. Algebra.	Latin.
Eng. Comp. and Rhetoric.	Phys. Geography.
2d. Algebra.	Latin.
General History.	Eng. Comp. and Rhetoric.
3rd. Algebra.	Latin.
General History.	Eng. Comp. and Rhetoric

Second Year.

First Half.

Geometry.	Latin.
Physics.	Arithmetic.

Second Half.

Geometry.	Latin.
Physics.	Book-keeping.

Third Year.

1st. Chemistry.	Latin.
French or German.	Rhetoric.
2d. Chemistry.	Latin.
French or German.	Rhetoric.
3rd. Geology and Mineralogy.	Latin.
French or German.	Rhetoric.

Fourth Year.

1st. Eng. Literature.	Latin.
	French or German.
	Astronomy.
	Mathematics reviewed.
2d. Eng. Literature.	Latin.
	French or German.
	Civil Government.
	Mathematics reviewed.
3d. Eng. Literature.	Latin.
	French or German.
	Political Economy.
	Botany.
	Mathematics reviewed.

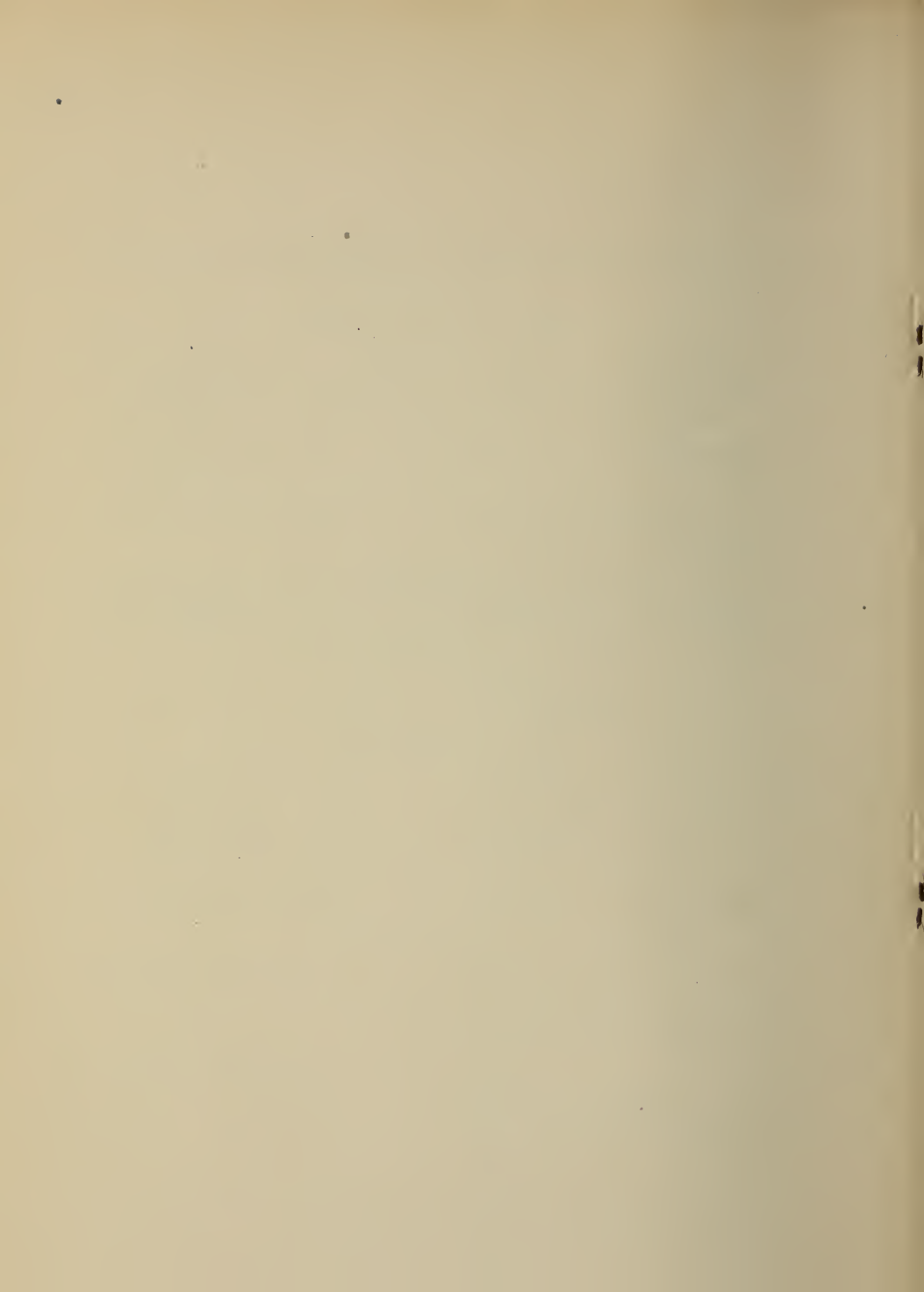
GENERAL STUDIES.

(a) Critical reading of selections from English and American authors twice a week throughout the course.

Compositions and declamations once in six weeks. Penmanship once a week during first year; required also of class in book-keeping. Music and spelling once a week.

(b) Pupils preparing for college take such studies as are required for admission.

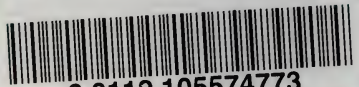
(c) Every pupil, unless excused by school authorities, is required to take three studies each term, among which shall be those given in the column of required studies above.



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